

**TITLE I, PART D, SUBPART 1  
MONITORING CHECKLIST – DOC/DJJ**

**Date of Site Visit:** \_\_\_\_\_  
**State Agency:** \_\_\_\_\_  
**State Agency Representative:** \_\_\_\_\_

FACILITY	
FACILITY ADMINISTRATOR	
NAME/ TITLE OF PERSONNEL INTERVIEWS	

*The Kentucky Department of Education staff will complete this section after the visit:*

**STRENGTHS**

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**SUGGESTIONS:**

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## GENERAL DESCRIPTION OF EDUCATIONAL PROGRAM

School beginning time: \_\_\_\_\_ School ending time: \_\_\_\_\_  
 Number of teachers: \_\_\_\_\_ Number of Teacher Aids: \_\_\_\_\_  
 Number of students: \_\_\_\_\_ Age of Students: \_\_\_\_\_  
 Number of Special Ed. Students: \_\_\_\_\_ Average Length of Stay: \_\_\_\_\_  
 Number of Title I Students enrolled in GED program: \_\_\_\_\_  
 Number of Title I Students enrolled in vocational program: \_\_\_\_\_  
 Person responsible for transition issues: \_\_\_\_\_

<b>FISCAL MANAGEMENT</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
The State Agency reviews fiscal reports from sub grantees and oversees financial activities to ensure allowable expenditures.			
Quarterly reports are submitted on time and are accurate.			
The State Agency ensures that sub grantees have reserved and used the proper amount for transition (15-30% of award).			
The State Agency ensures that funds are being used to supplement and not supplant the regular program of instruction.			
Other funding sources support Title I program improvement goals.			
The use of funds is consistent with the approved budget; allowable & needs based. <i>(Budget Reports, interviews)</i>			
Funds are used in a timely manner. <i>(Budget Reports / MUNIS)</i>			
Has the State Agency appropriately tagged/identified Title I assets/equipment? <i>(sampling of assets/equipment with barcodes, labels, or other markings)</i>			
Are all Title I records kept for the current year and three previous years? <i>(records are on file, procedures for archiving and disposal)</i>			
Do payroll records document the staff at the state agency/facility level paid completely or partially from Title I funds? <i>(list and count of staff)</i>			
<b>COMMENTS:</b>			

ADMINISTRATION	Y	N	N/A
The State Agency creates and follows a schedule to monitor sub grantees.			
The State Agency regularly monitors sub grantees.			
The State Agency provides guidance and training to sub grantees to aid in the monitoring process and ensure compliance.			
Evidence was provided to verify the accuracy of the Child Count. <i>(Attendance/ enrollment records)</i>			
There is a current inventory of equipment purchased with Title I funds (up to five years). <i>(Equipment Inventory)</i>			
There are adequate instructional supplies to assist students in meeting goals <i>(teacher/ student interviews, observation, equipment inventory)</i>			
For all facilities to be visited, the weekly classroom schedule documents required instructional time DOC-15 hours per week/ DJJ- 20 hours per week. <i>(Schedule of Educational Program)</i>			
The schedule documents that the length of time services are provided to targeted students is equal to, or greater than, the percentage of salary funded by Title I. <i>(Time / Effort Logs)</i>			
<b>COMMENTS:</b>			

PROFESSIONAL DEVELOPMENT	Y	N	N/A
The State Agency provides sufficient Title I, Part D-supported professional development to teachers and monitors its implementation.			
Professional development activities support the needs identified in the application. <i>(Evaluations/ feedback from staff developments, schedule)</i>			

<b>COMMENTS:</b>			
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<b>PROGRAM DESIGN AND INSTRUCTION</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
The State Agency ensures that funded programs are aligned with State standards and accountability. <i>(Lesson plans, monitoring)</i>			
The State Agency ensures that priority is given to children and youth who are likely to complete incarceration within a 2-year period.			
Evidence was provided of ongoing monitoring of goals listed in the application. <i>(Technical assistance, monitoring forms, interviews)</i>			
<b>COMMENTS:</b>			

<b>STUDENT EVALUATION</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
Evidence was provided of a process and assessments used to identify students who are deficient in meeting state standards. <i>(Student needs inventory, assessment results)</i>			
A variety of classroom assessments are used. <i>(Samples of assessments)</i>			
Alternative assessments allow students to demonstrate learning through meaningful, real-world tasks. <i>(observations, assessments, lesson plans)</i>			
Students are given opportunities to be assessed in their learning style. <i>(Student Learning Style Inventory Tests/Quizzes, differentiated assessments, evidence of alternative assessment)</i>			

Students receive progress reports and assessment information in a timely fashion. <i>(progress reports or student assessments)</i>			
<b>COMMENTS:</b>			

<b>PROGRAM EVALUATION</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
The State Agency collects and evaluates sub grantee data to determine the program's impact on students.			
Evidence was provided of a process for ongoing monitoring of student progress in meeting state standards.			
Evidence was provided of a process for ongoing monitoring of student progress in meeting program goals. <i>(Employability training, evaluations, and transitional services)</i>			
Education staff is involved in ongoing analysis of data. <i>(Minutes of meetings, agendas)</i>			
Data is used to make changes in instruction and educational programming. <i>(Interviews and lesson plans)</i>			
<b>COMMENTS:</b>			

<b>PARENT &amp; FAMILY ENGAGEMENT</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
The State Agency verifies parent involvement activities occur consistent with the law.			
The State Agency provides technical assistance in activities to include parents.			
Evidence of efforts to involve parents/ family/ guardians was provided. <i>(Documentation demonstrating contacting and working with parents)</i>			
Parents/guardians are given the opportunity to engage in activities that impact student achievement.			

Parents/ guardians receive individual information on academic progress on a regular basis (if applicable). (Copy of parent evaluations, progress reports, call logs)			
<b>COMMENTS:</b>			

<b>TRANSITION</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
The State Agency provides strategies to assist the successful transition of children and youth from correctional facilities to further education or employment.			
The State Agency has a system for transfer of records/ follow-up on students that leave the institution.			
The State Agency ensures that each facility has a person responsible for issues related to the transition of youth.			
Evidence was provided that youth are involved in transition activities <i>(Transition Plans, employability training, evaluations, and transitional services)</i>			
A Transition Plan has been developed and is being implemented for each student. <i>(Transition Plan, interviews)</i>			
Mentoring services are provided (if applicable). <i>(Student interviews, Transition Plans, Career counseling, distance learning programs, application, etc.)</i>			
Evidence was provided that teachers connect instruction to career majors <i>(Lesson plans, displays, career counseling assessments, observation)</i>			
<b>COMMENTS:</b>			

<b>INSTITUTION- WIDE PROJECTS</b>	<b>Y</b>	<b>N</b>	<b>N/A</b>
The State Agency provides a comprehensive assessment for all students in the institution/ program serving juveniles.			
The State Agency provides educational needs to youth aged 20 and younger who are expected to complete incarceration within a 2- year period.			
The State Agency provides the opportunity for students under age 21 to meet State Academic Standards in order to complete secondary school, attain a secondary diploma and find employment.			
The State Agency describes the instructional program, pupil services, mentors and procedures that meet student's needs.			
Evidence was provided of how funds will be used.			

Evidence was provided to measure and assess student progress.			
The State Agency has worked in consultation with sub grantees to plan, implement, and evaluate the institution-wide program and its impact on students.			
The State Agency assures that teachers have received appropriate training in order to successfully and effectively carry out the school-wide project.			
<b>COMMENTS:</b>			

**Assurances:**

- Priority will be given to children and youth that are likely to complete incarceration within a 2 year period.
- The State Agency will assist in locating alternative programs for students to continue education if not returning to school.
- The State Agency will work with parents to improve the educational achievement of their children and prevent further involvement in delinquent activities.
- The State Agency will work with children and youth with disabilities in order to meet an existing IEP.
- The State Agency will notify the child's local school if the child or youth is identified for special education services while in a correctional facility.
- The State Agency will encourage children and youth who have dropped out of school to reenter school after incarceration, provide youth with necessary skills to gain employment, and continue education so the child or youth can achieve a diploma or its recognized equivalent.
- The State Agency ensures that all teachers and staff are qualified to work with students with disabilities and special needs.
- The program will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.